

Bridging the Reading Literacy Gap

Identifying the Socioemotional Factors
that Foster Reading Literacy among JHS
with Reading Difficulties

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Center for Educational Measurement, Inc.

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of locally-developed standardized assessment
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We are committed to helping schools improve
the quality of teaching and learning through
sound assessment and research.



**How can we foster
reading literacy beyond
teaching reading skill?**





**Why focus on children with
language use difficulty?**

Why focus on children with language use difficulty?

20%



1 out of 5 students have reading disability

Drummond (2023)



Known Interventions

Reading Aloud

Reading Clinics

Phonics

Literacy Centers

Word Analysis

Tutoring

Guided Reading

Individualized Reading

Partner Reading

Instruction (IRI)

Llego (2022)



Objectives

Find out how students with language use difficulty can be assisted beyond the recommended reading interventions.

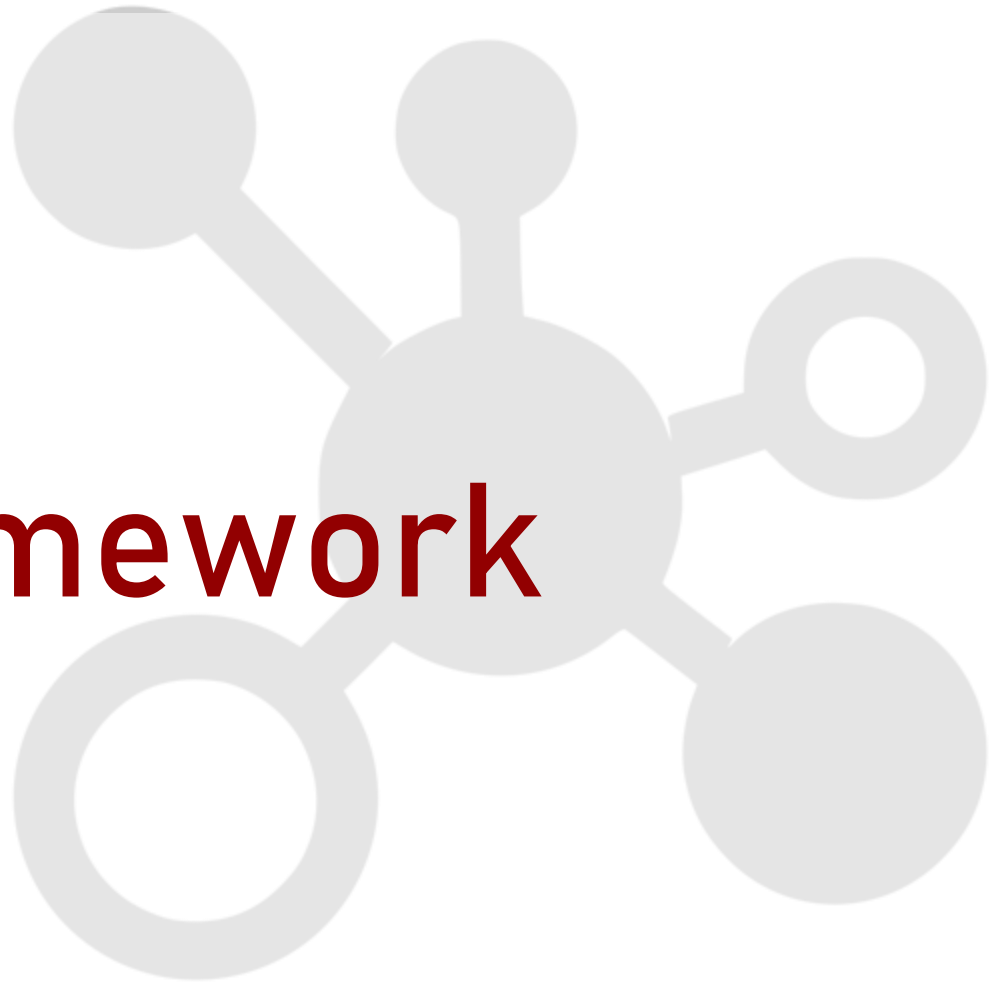


Research Questions

1. What **challenges** in the process of reading do the students with language use difficulty commonly face?
2. What **socioemotional experiences** do the students with language use difficulty commonly have?
3. How does the **socioemotional experiences** of the students **differ across score groups** of students with language use difficulty?



Framework

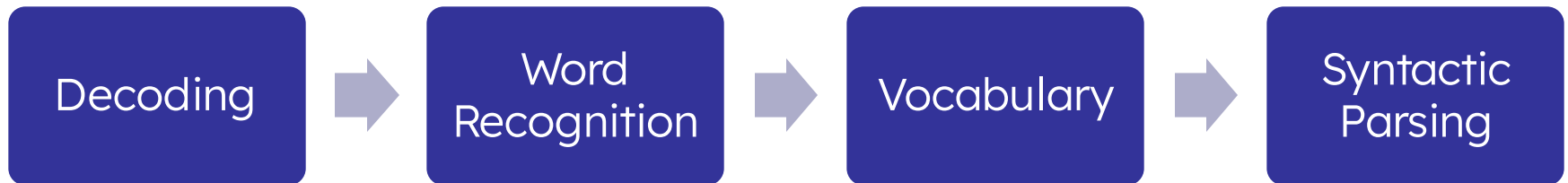


Framework

#1 What challenges in the process of reading do the students with language use difficulty commonly face?

Reading fluently

is the ease and efficiency of reading texts for understanding.

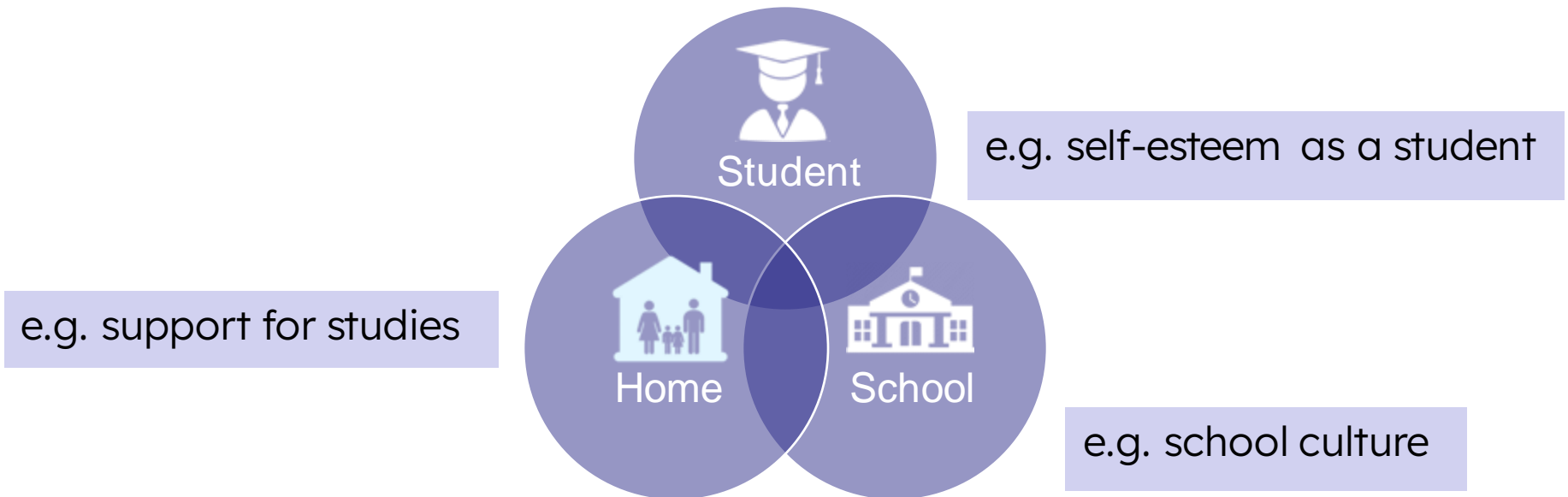


OECD, 2019

Framework

#2 What socioemotional experiences do the students with language use difficulty commonly have?

Social and Emotional Experiences
of students at home, at school and as themselves



Methodology



The Sample



Public schools



70
Students



Grade 8
Age: 13 to 15
Filipino



10
Items



48
Students




DIFFICULTIES IN LANGUAGE USE
(DSM -5)

with at least one language
use difficulty



The Sample

48
Students 
with at least one
language use difficulty

22 
Items
ENGLISH READING TEST
based on PISA

14 
Items
SOCIOEMOTIONAL
experiences at home
and at school

7
High

27
Average

14
Low



Results



#1

What **CHALLENGES** in the process of reading do the students with language use difficulty commonly face?



#1 What challenges in the process of reading do the students with language use difficulty commonly face?

Reading fluently (based on student's survey)

Decoding

69%

I have to hear new words before knowing how to read it.

Decoding

48%

I have difficulty pronouncing words.

Word
recognition/
Vocabulary

46%

I have difficulty recalling words/names that I already know.

Syntactic
Parsing

44%

I can hear well but the words would not make sense.

Syntactic
Parsing






29%

It is hard for me to understand verbal instructions.



#1 What challenges in the process of reading do the students with language use difficulty commonly face?

Reading fluently (based on student's survey)

Decoding	69%	I have to hear new words before knowing how to read it.	
Decoding	48%	I have difficulty pronouncing words.	
Word recognition/ Vocabulary	46%	I have difficulty recalling words/names that I already know.	
Syntactic Parsing	44%	I can hear well but the words would not make sense.	
Syntactic Parsing	29%	It is hard for me to understand verbal instructions.	



#1 What challenges in the process of reading do the students with language use difficulty commonly face?

Reading fluently (based on teacher's assessment)

Decoding



Word Recognition



Vocabulary



Syntactic Parsing

6%

10%

13%

17%

always stutters while reading

has great difficulty recognizing words

makes extreme and persistent spelling errors

poor use of grammar and punctuation



#1

What challenges in the process of reading do the students with learning disability commonly face?

Reading fluently (based on teacher's assessment)

Decoding



Word Recognition



Vocabulary



Syntactic Parsing



10%

has difficulty comprehending as he/she reads



17%

does not show good command in grammar and punctuation



23%

only expresses self in short simple sentences



#2

How does the **SOCIOEMOTIONAL** experiences of the students differ across score groups of students with language use difficulty?



Scale Range

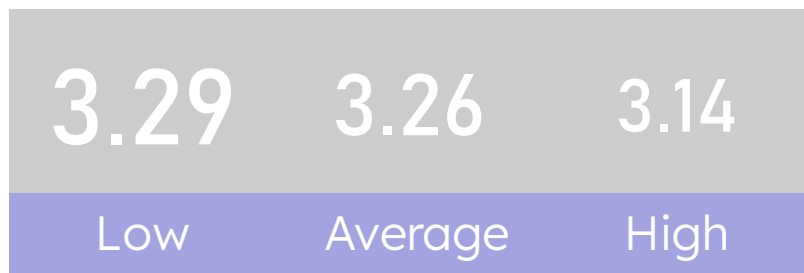
Color code	Weighted mean	Equivalent Response
	1.0 to 1.5	Strongly disagree
	1.6 to 2.5	Disagree
	2.6 to 3.5	Undecided
	3.6 to 4.5	Agree
	4.6 to 5.0	Strongly agree



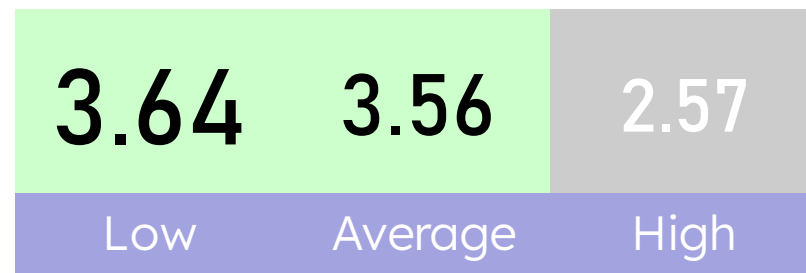
#2 What factors potentially hinders the learning of students with learning disability?

School (Classroom)

■ Strongly disagree ■ Disagree
■ Undecided ■ Agree ■ Strongly agree



It is okay for me to be wrong during recitation.



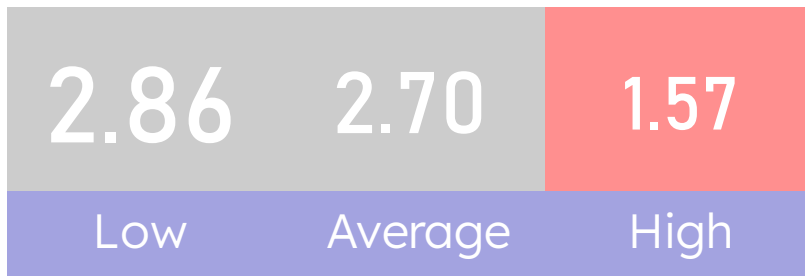
I feel too shy to participate in classroom recitation.



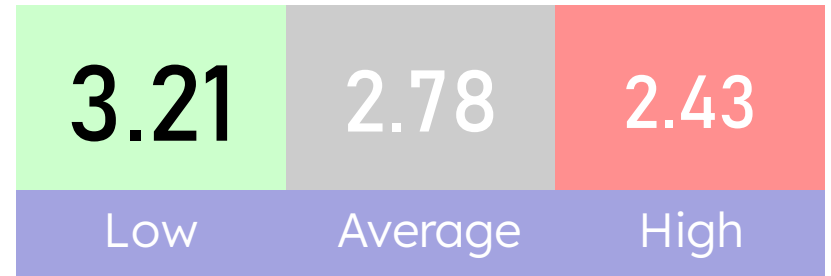
#2 What factors potentially hinders the learning of students with learning disability?

School (Classroom)

■ Strongly disagree ■ Disagree
■ Undecided ■ Agree ■ Strongly agree



I hope not to be called during English class for the whole year.



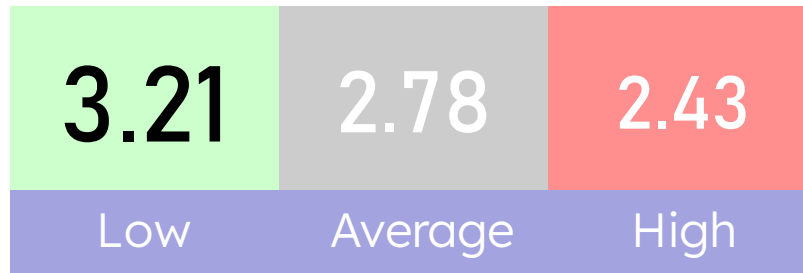
I receive less attention from my English teacher compare to my classmates.



#2 What factors potentially hinders the learning of students with learning disability?

School (Teacher)

■ Strongly disagree ■ Disagree
■ Undecided ■ Agree ■ Strongly agree



I receive less attention from my English teacher compare to my classmates.



#3 What factors seems to support the learning of students with learning disability?

School (Culture)

■ Strongly disagree ■ Disagree
■ Undecided ■ Agree ■ Strongly agree

3.00	3.22	2.57
Low	Average	High

I get into arguments because of my unpopular opinions.

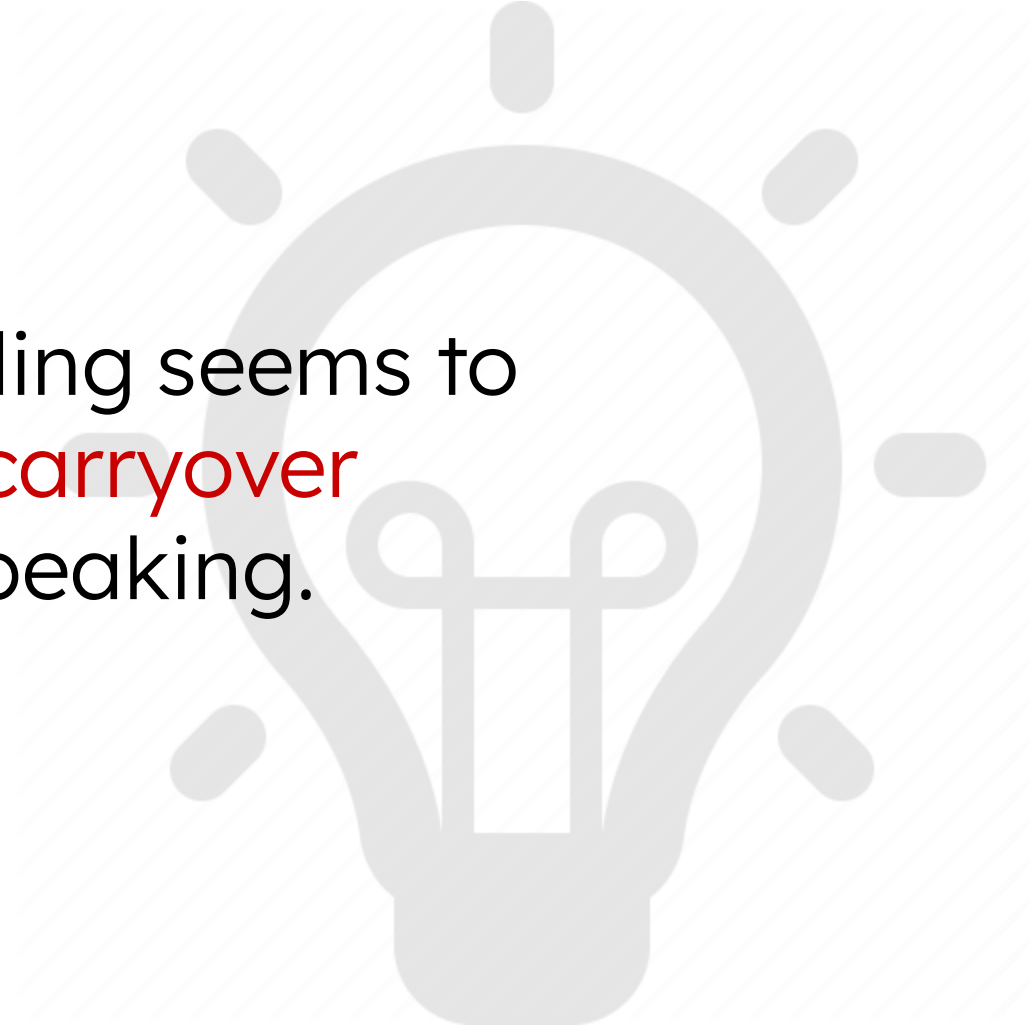


Conclusion



#1

Difficulty in reading seems to **compound and carryover** to writing and speaking.

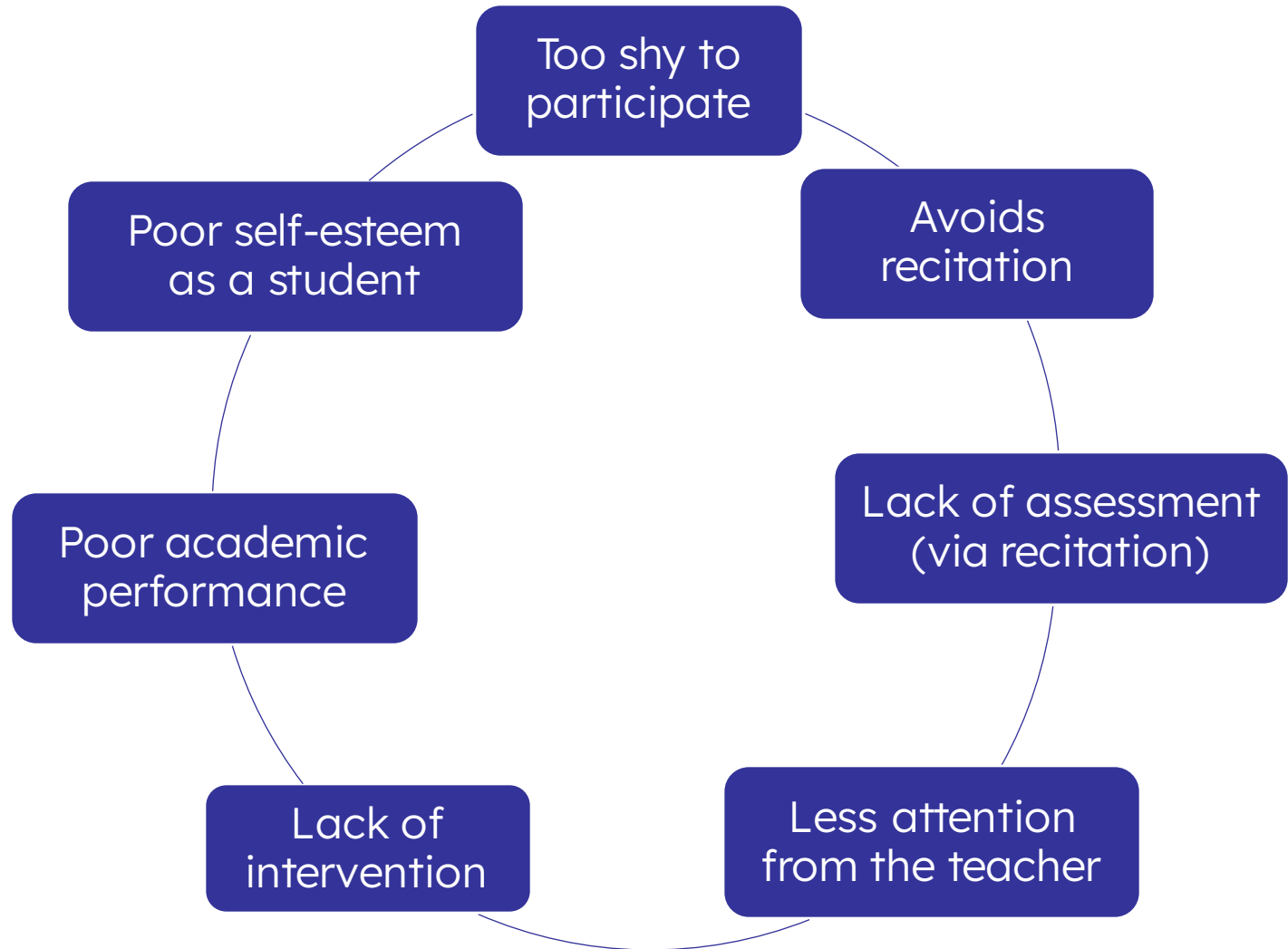


#2

It is likely that there is a cycle wherein students with language use difficulty get caught into and lead to "invisibility" in the classroom.



PROPOSED Cycle of "Invisibility"





**It takes a village to
raise a child**

-African proverb



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The views expressed in this paper are those of the author and do not necessarily reflect the views, opinions or positions of CEM.

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